Patterson High School

Teacher: Ms. Nichols Lesson Date: Friday, November 11th

Subject: Psychology Unit Title: Lifespan + Development

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| **CLGs/SC Assessment Limits/Standards:** *(What are the skills being taught?)*  SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. | | **Agenda:** *(What is the snapshot of my class flow?)*   1. **Do-Now** 2. **Divide groups, set purpose for film** 3. **Film viewing with pauses for discussion** 4. **Re-cap in small groups** 5. **Re-iterate homework + ball toss closing** | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Swb**at use observation research methods and analyze a babies development by viewing and discussing the acclaimed feature film “Babies”** | | | |
| TIME | INSTRUCTIONAL SEQUENCE | | ACTIVITIES CHECKLIST |
| 7 mins | **Get started/Drill/Do Now:** *(What meaningful activity will students complete as soon as they enter the classroom?)*  **Do now:** Teacher will post images of each of the babies featured in the film and a brief bio of each. Students will have 7 minutes to describe how they think each baby will develop in their journals. As students enter teacher will hand students number one-4, will serve to divide students up for their baby of focus during the film. | | Anticipate in writing |
| 4 mins | **Engage/Motivation:** (*How will student interest be sparked? Is there prior knowledge that should be tapped? Is there vocabulary that must be cleared? Is there brainstorming that student need to complete before the lesson begins?)*  Teacher will explain the attached film viewing guide and have students share predictions about the film. Students will then be broken into investigative teams for each of the 4 babies featured in the film; students will sit with these teams and work to answer the questions + discuss following the film. | | * Discuss |
| 60-75 mins | **Explore/Explain:** *(Explicit teaching/”I do”/modeling/teacher led.)*  Students and teacher will watch acclaimed film “Babies” and complete attached viewing guide. Instructor will pause at key moments for discussion. | | * Video + notes |
| 10  mins | **Practice as Pairs/Groups:** *(“You do”/teacher monitors and facilitates.)*  Teacher will set a purpose for the discussion: use focus of your baby notes to answer some of the broader discussion questions in your group; be prepared to share with the class. | | * Guided discussion |
|  | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Further discussion ev**aluation on Monday at the beginning of class; also will collect homework on Monday to evaluate understanding.** | | * Discuss (Mon) + returned HW |
| 3 mins | **Closing Activities/Summary:** *(How will I tie up loose ends, reinforce the objective and connect the lesson to the unit?)*  **Why it matters ball toss + review homework (choose 4 of discussion questions to answer over the weekend)** | | * Other: film clip |
|  | **Enrichment/Extension/Reteaching/Accommodations:** *(How will my lesson satisfy the needs of all learners?)*  Homework: Case study reading on Jeanie. Answer questions in 2-3 complete sentences (teacher will model what this should look like + shouldn’t look like) | | * Review |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  Prepped video, spe**akers, discussion guides, notecards to divide up groups, popcorn** |
| **Notes:** |

# Post-Lesson

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| **Reflection:** |
| **Next Steps:** |

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Assigned baby: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Total Points: \_\_\_\_\_\_\_**

B**abies Viewing Guide**

***During the film*, record observations for your assigned baby in the following areas of development.**

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| --- | --- |
| Physical Development (gross and fine motor skills) | Language development |
| Cultural influences | Environmental stimulations |

***After the film,*** **choose 4 of the following questions to answer in a minimum of one paragraph each over the weekend (4 paragraphs total). Reminder: a paragraph is well developed and is at least 5 sentences long.**

* + - 1. What the filmmakers capture on film provides a unique perspective on the upbringing of each of the babies. While each story is unique, what are some universal themes that run through each child’s story?
      2. In what way did this movie most impact you? What is the central theme you walked away with after viewing this film?
      3. Different individuals might have different take aways from this film. Find someone with a different experience than you to discuss the film, (e.g. mothers and fathers or mothers and women without children discussing impressions from this film).
      4. There are a multitude of different philosophies about raising children. After watching this film have your thoughts on how to raise children changed at all? How and why?
      5. What impact did not inserting dialogue or subtitles have on your appreciation of the film? How would narrative have altered the film?
      6. Beyond exploring the remarkable early stages of life for four babies, what did this movie help you explore and understand about all humans?
      7. Are there any additional cultures you would have liked to have had explored on film? Why?